Hawker Brownlow
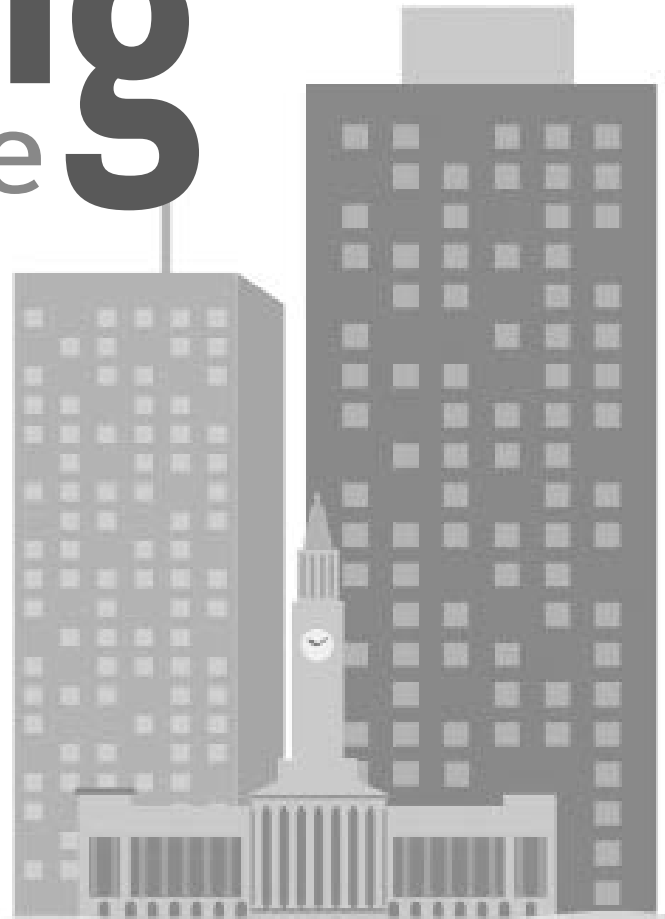### Professional Learning Solutions

Thinking &
Learning
Conference**s**

Tom
Hierck
Session Handouts

DAY TWO

Sunday 15 May 2016

BRISBANE
HILTON HOTEL BRISBANE

Conference Schedule

DAY ONE – Saturday 14 May

CONFERENCE OPENING	**8.15 a.m.**
SESSION ONE	**8.30 a.m. – 10.30 a.m.**
MORNING TEA	**10.30 a.m. – 11.00 a.m.**
SESSION TWO	**11.00 a.m. – 1.00 p.m.**
LUNCH	**1.00 p.m. – 2.00 p.m.**
SESSION THREE	**2.00 p.m. – 4.00 p.m.**

DAY TWO – Sunday 15 May

SESSION ONE	**8.30 a.m. – 10.30 a.m.**
MORNING TEA	**10.30 a.m. – 11.00 a.m.**
SESSION TWO	**11.00 a.m. – 1.00 p.m.**
LUNCH	**1.00 p.m. – 2.00 p.m.**
SESSION THREE	**2.00 p.m. – 4.00 p.m.**

Published in Australia by

Hawker Brownlow
EDUCATION

Presenters

Gavin Grift

Gavin is executive director of Hawker Brownlow Professional Learning Solutions. With experience as a teacher, assistant principal and educational coach, Gavin's passion, commitment and style have made him an in-demand presenter of keynotes, seminars and in-school support days. As a speaker, Gavin connects with national and international audiences on topics ranging from Cognitive Coaching and quality teacher practice to professional learning communities and learning-centred leadership.

Dr Tammy Heflebower

Tammy (EdD) is senior scholar at Marzano Research in Colorado. Previously, Tammy has served as a classroom teacher, building-level leader, district leader, regional professional development director and national trainer. She has also been an adjunct professor of curriculum, instruction and assessment at several universities.

Tom Hierck

Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies pulled from the real world.

Eric Sheninger

Eric Sheninger is a senior fellow and thought leader on digital leadership with the International Center for Leadership in Education. Prior to this, he was the award-winning principal of New Milford High School in New Jersey. As an innovative educator, bestselling author and sought-after speaker, Eric's work focuses on leading and learning in the digital age as a model for moving schools forward. This has led to the formation of the Pillars of Digital Leadership, a framework for all educators to initiate sustainable change that transforms school culture.

Dr Janelle Wills

Janelle (PhD) is the director of Marzano Institute Australia. She is the lead training associate for High Reliability Schools, The Art & Science of Teaching and other Marzano topics. Personally trained by Dr Robert Marzano, Janelle specialises in long-term school improvement. With over 30 years of teaching and leadership experience across all sectors of schooling, she has a strong commitment to continued learning that enables her to remain both informed and innovative in her approach.

A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

— CONTENTS —

DAY TWO – SUNDAY 15 MAY

Session 1

Formative Assessment
Descriptive Feedback

In this session participants will examine the importance of giving quality feedback that provides clear information to students about those areas that require further skill development. Descriptive feedback is how learning is communicated to students in regular, accessible and timely ways.

Feedback

My personal definition of feedback is:

_____

_____

_____

_____

Our consensus definition of feedback is:

_____

_____

_____

_____

Marks or Comments

My prediction:

Marks/grades only _____

Comments only _____

Marks/grades and comments _____

Effective Feedback

During the assessment process, I use feedback to:

_____

_____

_____

_____

_____

_____

_____

Barometers of Influence

d = 0.15 − 0.4
Typical effects of teachers on students that can be accomplished in a year of teaching

d = 0.0 − 0.15
What students could achieve without schooling

d > 0.4
Zone of desired effects

Medium

Low

High

Negative

0.4 0.5 0.6 0.7 0.8 0.9 1.0 1.1 1.2

0.1 0.2 0.3

-0.0 -0.1 -0.2

Below d = 0.0 Decrease achievement
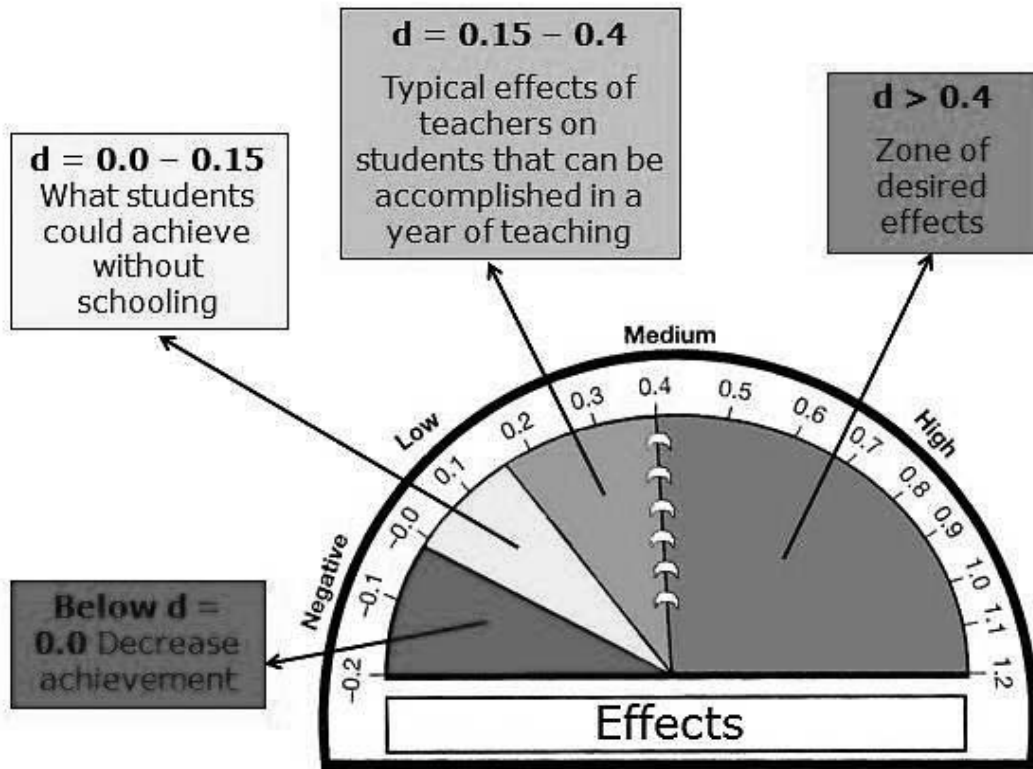
Effects

(Hattie, *Visible Learning*, 2009)

List practices that have a positive effect:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Proceedings of the Hawker Brownlow 13th Annual Thinking and Learning Conference, 14–15 May 2016

3

Using the percentages given, match the percentile gain with each of the strategies listed below:

High Effect Size Strategies

19%   34%   14%   15%   25%   20%   17%

High Effect Strategies	Typical Percentile Gains
Summarizing	
Homework	
Practice Effort & Recognition	
Tracking Student Progress Using Scoring Scales	
Nonlinguistic Representations Note Taking Student Discussion/Chunking	
Setting Goals/Objectives	
Identifying Similarities & Differences Building Vocabulary Interactive Games	

Marzano, R. (2007). The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Teacher Toolbox Strategies
3-2-1 summary:

- What are three ideas that have captured your attention from today's class?

- What are two questions that you are still thinking about related to these topics?

- What is one thing that you will remember long after this class is over?

_____

_____

_____

_____

_____

_____

_____

Four key questions:

- What are you trying to achieve?

- What strategies are you using?

- How well are the strategies working?

- What else could you do?

_____

_____

_____

Learning journals and diaries:

- This week, I was learning:

- Next week, I am going to focus on:

- I would like help with:

- This is what I still do not know:

- My self-assessment of how well I learned this week is:

_____

_____

_____

Planning think sheet for writing:

- **Who:** Who is my audience?

- **Why:** Why am I writing this?

- **What:** What is the purpose for this?

- **How:** How can I organize my ideas?

_____

_____

_____

Group work evaluation:

- Give an example of something the others in the group have learned from you.

- Give a suggestion of a change the group could make that would improve everyone's learning.

_____

_____

_____

_____

Reflective questions:

- What is the most useful or interesting thing you learned during this lesson?

- What questions do you have about today's lessons that you would like answered before we move on?

- What feedback did you get about your learning today?

_____

_____

_____

_____

How Do We Prepare? What Are the Next Steps?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Session 2

Assessment for Them, Not to Them: Student involvement

Our students are not prepared for the advanced content, complex reasoning, or the design of new assessments to be successful on these. Early results have indicated a gap between our traditional approach and what is expected. Bridging that gap will require us to partner with students to increase their level of engagement and view assessment as something done for them, not just to them.

STRENGTHS, REVIEW, AND FURTHER STUDY

1. To identify your areas of strength, write down the learning target numbers corresponding to the problems you felt confident about **and** got right. Then write a short description of the target or problem.

MY STRENGTHS:

Learning Target #	Learning Target or Problem Description

2. Do the same ting for the problems you were unsure of and for the problems on which you made simple mistakes.

WHAT I NEED TO REVIEW:

Learning Target #	Learning Target or Problem Description

3. To Determine what you need to study most, write down the learning target numbers corresponding to the marks in the "Further Study" column (problems you got wrong, NOT because of a simple mistakes). Then write a short description of the target or problem.

MY HIGHEST PRIORITY FOR STUDYING:

Learning Target #	Learning Target or Problem Description

STUDENT GOAL-SETTING

To get better at _____ , I could…

-

-

-

-

One thing I am going to start doing is…

-

-

-

-

I'll start doing this on _____ and work on it until _____.
                                       Date   Date

One way I'll know I'm getting better is …

Goal	Steps	Evidence
What do I need to get better at?	How do I plan to do this?	What evidence will show I've achieved my goal?

Time Frame: Begin _____   End _____

Date _____   Signed _____

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *M-Sci*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, observe, & recognize facts, principles, properties ○ Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	○ Evaluate an expression ○ Locate points on a grid or number on number line ○ Solve a one-step problem ○ Represent math relationships in words, pictures, or symbols ○ Read, write, compare decimals in scientific notation	○ Specify and explain relationships (e.g., non-examples/examples; cause-effect) ○ Make and record observations ○ Explain steps followed ○ Summarize results or concepts ○ Make basic inferences or logical predictions from data/observations ○ Use models /diagrams to represent or explain mathematical concepts ○ Make and explain estimates	○ Use concepts to solve non-routine problems ○ Explain, generalize, or connect ideas using supporting evidence ○ Make and justify conjectures ○ Explain thinking when more than one response is possible ○ Explain phenomena in terms of concepts	○ Relate mathematical or scientific concepts to other content areas, other domains, or other concepts ○ Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Follow simple procedures (recipe-type directions) ○ Calculate, measure, apply a rule (e.g., rounding) ○ Apply algorithm or formula (e.g., area, perimeter) ○ Solve linear equations ○ Make conversions among representations or numbers, or within and between customary and metric measures	○ Select a procedure according to criteria and perform it ○ Solve routine problem applying multiple concepts or decision points ○ Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps ○ Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) ○ Construct models given criteria	○ Design investigation for a specific purpose or research question ○ Conduct a designed investigation ○ Use concepts to solve non-routine problems ○ Use & show reasoning, planning, and evidence ○ Translate between problem & symbolic notation when not a direct translation	○ Select or devise approach among many alternatives to solve a problem ○ Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	○ Retrieve information from a table or graph to answer a question ○ Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) ○ Identify a pattern/trend	○ Categorize, classify materials, data, figures based on characteristics ○ Organize or order data ○ Compare/ contrast figures or data ○ Select appropriate graph and organize & display data ○ Interpret data from a simple graph ○ Extend a pattern	○ Compare information within or across data sets or texts ○ Analyze and draw conclusions from data, citing evidence ○ Generalize a pattern ○ Interpret data from complex graph ○ Analyze similarities/differences between procedures or solutions	○ Analyze multiple sources of evidence ○ analyze complex/abstract themes ○ Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for concepts or solutions ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results	○ Gather, analyze, & evaluate information to draw conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	○ Brainstorm ideas, concepts, or perspectives related to a topic	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one data set, source, or text ○ Formulate an original problem given a situation ○ Develop a scientific/mathematical model for a complex situation	○ Synthesize information across multiple sources or texts ○ Design a mathematical model to inform and solve a practical or abstract situation

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *Reading*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts ○ Read words orally in connected text with fluency & accuracy ○ Define terms			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	○ Identify or describe literary elements (characters, setting, sequence, etc.) ○ Select appropriate words when intended meaning/definition is clearly evident ○ Describe/explain who, what, where, when, or how	○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Summarize results, concepts, ideas ○ Make basic inferences or logical predictions from data or texts ○ Identify main ideas or accurate generalizations of texts ○ Locate information to support explicit-implicit central ideas	○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Identify/ make inferences about explicit or implicit themes ○ Describe how word choice, point of view, or bias may affect the readers' interpretation of a text	○ Explain how concepts or ideas specifically relate to *other* content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words	○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features	○ Apply a concept in a new context	○ Illustrate how multiple themes (historical, geographic, social) may be interrelated
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	○ Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)	○ Categorize/compare literary elements, terms, facts, details, events ○ Identify use of literary devices ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion ○ Identify characteristic text features; distinguish between texts, genres	○ Analyze information within data sets or texts ○ Analyze interrelationships among concepts, issues, problems ○ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text ○ Use reasoning, planning, and evidence to support inferences	○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources ○ Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results ○ Critique conclusions drawn	○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Draw & justify conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce		○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one source or text ○ Develop a complex model for a given situation ○ Develop an alternative solution	○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *Writing*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify				
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	○ Describe or define facts, details, terms ○ Select appropriate words to use when intended meaning/definition is clearly evident ○ Write simple sentences	○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Take notes; organize ideas/data ○ Summarize results, concepts, ideas ○ Identify main ideas or accurate generalizations of texts	○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience ○	○ Explain how concepts or ideas specifically relate to *other* content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, word use ○ Apply basic formats for documenting sources	○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features ○ Develop a text that may be limited to one paragraph ○ Apply simple organizational structures (paragraph, sentence types) in writing	○ Revise final draft for meaning or progression of ideas ○ Apply internal consistency of text organization and structure to composing a full composition ○ Apply a concept in a new context ○ Apply word choice, point of view, style to impact readers' interpretation of a text	○ Select or devise an approach among many alternatives to research a novel problem ○ Illustrate how multiple themes (historical, geographic, social) may be interrelated
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view)	○ Decide which text structure is appropriate to audience and purpose	○ Compare literary elements, terms, facts, details, events ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion	○ Analyze interrelationships among concepts, issues, problems ○ Apply tools of author's craft (literary devices, viewpoint, or potential dialogue) with intent ○ Use reasoning, planning, and evidence to support inferences made	○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results ○ Justify or critique conclusions	○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Draw & justify conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	○ Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Develop a complex model for a given situation ○ Develop an alternative solution	○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

GAS CARD

Name: _____ Date: _____

Target: _____

G **Glow**	• When you ..., it helped me understand...because... • I thought... was effective because... • I could connect with... because...	*Give your partner a "Glow" by recognizing something specific that helped you understand his/her work.*
A **Ask**	• What made you decide to...? • Could you clarify what you meant by...? • What did you mean when you said ...? • What would happen if ....?	*"Ask" a question about the topic to assist your partner in self-identifying the next steps on his/her personal learning path.*
S **Shine**	• Next time I think you could try... because... • Instead of... how about...because... • A suggestion I would make for next time would be to...because...	*Help your partner's work "Shine" brighter by working together to make it better. Make a suggestion for improvement.*

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Socratic Seminar or Class Discussion

In this discussion method, students are required to lead and sustain the discussion. After reading a text or introducing a topic, the teacher poses a question and then the students respond and continue the discussion by asking their own questions, commenting on each other's comments, and offering their own connections and understanding of the text or topic. In the beginning, teachers may give each student three comment cards and one question card. Before the discussion begins, the students may jot down possible comments and a question to add to the discussion. Once they offer a comment or a question, they toss the card in the middle. When they are out of cards, they must wait until each student has played all their cards to enter the discussion again. This allows everyone a chance to participate.

Other considerations:
- Address quality and not so quality questions, giving students examples of both so they understand what kinds of questions engage discussion as well as stop them.
- If the discussion is going so fast and kids aren't connecting each other's responses. Slow it down by having students summarize what the student before them said and then offer their comment or discussion.
- In tracking and observing this type of discussion, a teacher may have a chart with all student names in the first column and what you are hoping to hear from each student in the other columns. As the discussion ensues, the teacher is marking down the extent to which students are engaging in quality discussion:

Student Names	Students words show understanding of the text: 3-right on; reflects understanding of the text 2—mostly accurate 1-some key inaccuracies	Students questions clearly push on ideas in the text: 3—questions help push beyond what's written literally in the text (prediction and inference) 2- questions help students make some connections 1-questions ask students to recall explicit facts in the text	Students are building on or questioning other student comments 3- comments or questions show students are trying to understand or evaluate other student responses 2- comments or questions ask for clarification 1- comments offer another example of a students connection
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			

Session 3

Failing Forward: Creating a safe learning environment

Traditionally, our role as educators has been to get information into the heads of our learners so they could retain it for the test. Risk-taking and failure were discouraged. Today, with the variety of information sources at students' disposal, we must help them with connecting the information to their own passions to create viable further education or career options. Effective assessment practices can help to identify the ways that monitor and promote continued learning for all.

Assessments to Enhance Instruction

Crucial First Questions

Why do teachers assess?

_____
_____
_____
_____
_____
_____
_____
_____

What are effective schools doing to achieve significant results in student learning?

_____
_____
_____
_____
_____
_____
_____
_____

My School Ranking (1 is high, 5 is low)

Guaranteed and viable curriculum _____

Challenging goals and effective feedback _____

Parent and community involvement _____

Safe and orderly environment _____

Collegiality and professionalism _____

Hattie's Effect Size

Rank from 1 to 7 (highest to lowest) the effect size of the following practices:

- Class size _____
- Homework _____
- Feedback _____
- Retention _____
- Parent involvement _____
- Student expectations _____
- Formative evaluations _____

Did you identify any as having a negative effect?

_____

_____

_____

All of the assessments we administer:

_____

_____

_____

_____

_____

_____

Now go back and **rank** each assessment as a 1, 2, or 3 in terms of having an **actual** impact on instruction and student learning, with a 1 having the greatest impact.

What characteristics do your number-1 ranked assessments share?

_____

_____

_____

_____

_____

_____

Five Roadblocks to Effective Item Writing

(Popham, *Test Better, Teach Better*, 2003)

- Unclear directions
- Ambiguous statements
- Unintentional clues
- Complex phrasing
- Difficult vocabulary

Selected Response or Constructed Response

Reasons for or against selected response:

_____

_____

_____

_____

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Reasons for or against constructed response:

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TOM HIERCK
RESOURCES

Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities. Tom has presented to schools across North America and internationally, imparting a message of celebration for educators seeking to make a difference in the lives of students.
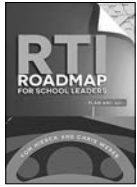
RTI Roadmap for School Leaders: Plan and Go
Tom Hierck, Chris Weber • 9781935588474

RTI is about using the knowledge, skills and attributes of all members of a learning organisation to positively impact the life chances of all students. RTI Roadmap for School Leaders is the definitive planning tool for every leader to confidently adopt and implement RTI as the de facto improvement model for their school. School leaders need to know how to begin or improve their RTI practices.

BKD8474 • $45.95

Uniting Academic & Behavior Interventions: Solving the Skill or Will Dilemma
Tom Hierck, Chris Weber, Austin Buffum, Mike Mattos • 9781936764891

In Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma, authors Austin Buffum, Mike Mattos, Chris Weber and Tom Hierck delve into the fray. They highlight teachers' responsibility to educate all students and the need for united and simultaneous academic intervention and behaviour intervention for students at risk.
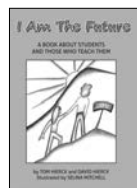
BKD4891 • $42.95

What Do You Make? A Book for and About Teachers
Tom Hierck • 9781760015152

This book aims to inspire teachers and remind them of the connection they make to kids and how important this connection is. Every student needs a significant adult in school. As teachers, we have the best opportunity to fill this role. Teachers do make a difference.

HB5152 • $9.95

I Am The Future: A Book About Students and Those Who Teach Them
David Hierck, Tom Hierck • 9781760015077

Being an educator is hard work. It demands the very best people, and the very best from those people. It requires change that reflects the changes all around us. It requires consistency borne out of doing the right thing for the right outcomes. Mostly, it requires listening and responding to the needs of students. It's important that we keep as our primary focus that every day, in every class, in every school, our future appears before us. I Am the Future is a book about students and those who teach them.

HB5077 • $9.95

RTI Is a Verb
Tom Hierck, Chris Weber • 9781760012977

This book shows you how to translate this good idea into a plan of action for your school. It offers concrete recommendations and resources, including interventions emphasising university and career readiness; practical strategies for screening, progress monitoring and diagnostics; and sample approaches to specific interventions across the curriculum. The authors provide concrete recommendations and resources to allow educators to translate response to intervention from research to practice, from ideas to reality.

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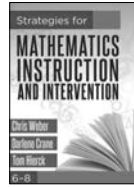
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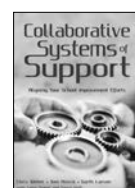
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